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ABSTRACT

This book offers an alternative to the traditional teacher-parent conference by giving the responsibility for assessment to the students. As students reflect on their own learning, seek out the views of others, and prepare their own portfolios, they come to know themselves as learners. The process combines assessment, teacher research, parent involvement, and student-centered responsibility to encourage students to become active rather than passive learners. The book has six chapters. Chapter 1 discusses three concepts necessary for successful student-parent conferences: developing a classroom community, establishing communication, and building relationships. Chapter 2 outlines four steps to prepare for student-led conferences: identification of common values, portfolio assembly, teacher-student conference, and practice conference. Chapter 3 discusses the parent role, the student role, and the teacher role during the actual conference. Chapter 4 looks at post-conference reflections and comments and setting goals. Chapter 5 examines assessment management issues for teachers, such as subject integration, time, storage, and filing. The last chapter serves as a reference for teachers on the mechanics of the student-led conference, offering tips for managing each part of the process. Contains 24 references. (TJQ)

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